



CHAPTER – V

**SUMMARY &
CONCLUSION**

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5.1 Introduction

This chapter including a brief summary of the study, findings and the conclusions drawn from various analysis. This is followed by the educational implication based on the findings of the study. Suggestions for further researches on related area have also been outlined.

The present study was an attempt to compare low and high anxious children with respect to self-confidence and academic achievement. The study focused on the relationship between self-confidence and academic achievement of Children having low and high anxiety of SOS village.

For the present study the research scholar used purposive sampling. 30 students including 16 high anxious and 14 low anxious children studying in classes VI to VIII were selected.

The tools used by the research scholar for this study were :-

- Anxiety - IPAT Anxiety scale prepared by SD Kapoor.
- Self-confidence – Researcher developed Inventory on the basis of Agnihotri Self-confidence Inventory.
- Academic achievement - Percentage of marks of each children of previous class was taken into consideration.

The collected data was tabulated and analysed using statistical techniques like Mann Whitney 'U' test and rank order correlation method.

5.2 Major Findings of the Study

1. Significant difference was found in self-confidence of children having low and high anxiety scores.
2. Significant difference was found in academic achievement in children having low and high anxiety scores.
3. A significant relationship was found between anxiety and self-confidence of children residing in SOS village.
4. A significant relationship exist between anxiety and academic achievement of children of SOS village.
5. No significant relationship was found between self-confidence and academic achievement of children having high anxiety.
6. No significant relationship existed between self-confidence and academic achievement of low anxious children.
7. Significant difference was found in academic achievement in science of children having low and high anxiety.
8. Significant difference was found in academic achievement in mathematics of children having low and high anxiety scores.

5.3 Conclusion of the Study

1. There is a difference in self-confidence of children belonging to low and high anxiety scores. It revealed that low anxious children had more self-confidence in comparison to high anxious children.

2. Children having low anxiety scores had better academic achievement than those who were having high anxiety scores.
3. Low anxious children showed better academic achievement not only in science but also in mathematics than high anxious children.
4. A positive relationship existed between anxiety scores and self-confidence also in between anxiety and academic achievement but there is no relationship between self confidence and academic achievement of children having low and high anxiety scores.

5.4 Suggestions for further research studies

The present study being comparative in nature bring into lime light several issues, in which further research can be undertaken following are the few suggestions for the further research.

1. The sample for present study was limited to only Bhopal city. But the similar study can also be done by largest size sample at district or regional level.
2. Similar study can be conducted for secondary level students.
3. The similar kind of study can be conducted on children having average anxiety scores.
4. IQ, age may be taken under consideration for academic achievement and self-confidence of children having low and high anxiety scores.

5.5 Suggestion for Educational Implication

1. Provision of proper training of teachers and caretakers of SOS village should be made related to the programmes for improvement of self-confidence and reduction of anxiety which could contribute towards enhancement in academic performance of the students.
2. To improve overall environment of house in the SOS village, caretaker should take personal interest in each children and tackle their problems according to their needs. The children residing in SOS village should given opportunities to express their views and opinions in the room by caretaker. Thus in turn increases achievement of the children.